

SAGE Writing Samples: Implications for Instruction

Elementary Rangefinding














- K-6th grade writing prompts and writing samples
- Informative and Opinion writing prompts with stimulus materials
- K-2 Handwritten samples
- K-2 Rubrics to match standards
- 3rd-6th Half handwritten samples, half typed samples
- SAGE Writing Rubrics

Writing Collection Project

- All prompts, rubrics, and annotated samples can be found on UEN

UEN » Utah Core Standards » Language Arts » Writing Collection Project » Writing Collection Project - UEN

Writing Collection Project

 Kindergarten - Informative <ul style="list-style-type: none">• Informational Writing Prompt (pdf)• Informative Annotated Samples (pdf)• Rubric (doc)	 Kindergarten - Opinion <ul style="list-style-type: none">• Opinion Writing Prompt (pdf)• Opinion Annotated Samples (pdf)• Rubric (doc)
 First Grade - Informative <ul style="list-style-type: none">• Informational Writing Prompt (pdf)• Informative Annotated Samples (pdf)• Rubric (doc)	 First Grade - Opinion <ul style="list-style-type: none">• Opinion Writing Prompt (pdf)• Opinion Annotated Samples (pdf)• Rubric (doc)
 Second Grade - Informative <ul style="list-style-type: none">• Informational Writing Prompt (pdf)• Informative Annotated Samples (pdf)• Rubric (doc)	 Second Grade - Opinion <ul style="list-style-type: none">• Opinion Writing Prompt (pdf)• Opinion Annotated Samples (pdf)• Rubric (doc)
 Third Grade - Informative <ul style="list-style-type: none">• Informational Writing Prompt (pdf)	 Third Grade - Opinion <ul style="list-style-type: none">• Opinion Writing Prompt (pdf)
 Fourth Grade - Informative <ul style="list-style-type: none">• Informational Writing Prompt (pdf)	 Fourth Grade - Opinion <ul style="list-style-type: none">• Opinion Writing Prompt (pdf)
 Fifth Grade - Informative <ul style="list-style-type: none">• Informational Writing Prompt (pdf)• Informative Annotated Samples (pdf)	 Fifth Grade - Opinion <ul style="list-style-type: none">• Opinion Writing Prompt (pdf)• Opinion Annotated Samples (pdf)
 Sixth Grade - Informative <ul style="list-style-type: none">• Informational Writing Prompt (pdf)• Informative Annotated Samples (pdf)	

1st Grade Opinion Writing

1st Grade Opinion Writing Prompt

PROMPT

After listening to the book, *The Day the Crayons Quit* by Drew Daywalt, decide which crayon you would want to be and why. Be sure to include the title of the book, which crayon you chose, provide a reason for your opinion, and a sense of closure.

TARGETED STANDARDS CONNECTION

Writing Standards

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

LEARNING EXPERIENCE

Time Frame: 40 minutes

Materials:

- *The Day the Crayons Quit* by Drew Daywalt
- Pencil
- Lined paper
- Word bank: *The Day the Crayons Quit*, Duncan, and color names from story (red, purple, beige, gray, white, black, green, yellow, orange, blue, pink, peach) – see attached resources

Attached Resources: (see next page)

Statement of Purpose/Focus and Organization	Conventions & Editing
4	2

1st Grade: Opinion Writing
Prompt: *The Day the Crayons Quit*

Name: Katie

Purple I want to be
the calr purple from the
book cold The day the
crans quit. first of all
the calr purple is Duncan's
favret calr and purple is a
cool calr. I like the
calr purpl.

Introduces the
topic states an
opinion.

Supplies
reasons.

Provides closure.

Revised & Edited: *I want to be the color purple from the book called The Day the Crayons Quit. First of all, the color purple is Duncan's favorite color and purple is a cool color. I like the color purple.*

In this first grade sample, the student clearly introduces the topic & book and states their opinion (*I want to be the calr purple from the book cold The day the crans quit.*), supplies two reasons (*purple is Duncan's favret color and purple is a cool calr.*), and provides closure (*I like the calr purple*). The writer demonstrates command of conventions such as capitalizing the first word in sentences, using end punctuation, and demonstrates sufficient spelling conventions.

6th Grade Informative Writing

6th Grade Informational Writing Prompt

PROMPT

Did you know that balloonists have flown balloons all around the world? Read the two articles. Compare and contrast the differences between the two flights. What do you notice is similar and different between the two flights? Include information about the balloonists, the aircraft, and the length of the flights. Make sure you use the information provided in the source material to support your essay.

TARGETED STANDARDS CONNECTION

LEARNING EXPERIENCE

Materials:

Web: "Around the World in 14 Days! (Science Scoops)."

<http://go.galegroup.com/ps/i.do?id=GALE%7CA98467668&v=2.1&u=pioneer&it=r&p=ITKE&sw=w&asid=63055bf85fc74a997add09c0b3e062cc>

Web: "Balloon Boys (Science News)."

<http://go.galegroup.com/ps/i.do?id=GALE%7CA55183115&v=2.1&u=pioneer&it=r&p=ITKE&sw=w&asid=5947dfc1f9684ab4cd7beac29058a9a3>

Instructional Sequence:

1. Teacher hands out the typed up prompt and text.
2. The teacher introduces writing prompt and explains that students will be listening to/reading a text, and using that text to answer the prompt.
3. The teacher reads aloud "Around the World in 14 Days!" As the teacher reads, students may be underlining or highlighting information that they may find useful for responding to the prompt.
4. Upon finishing the read aloud, students will be provided with paper to respond to the prompt.

6th-grade informational text

Prompt: Ballooning

Abigail

Statement of purpose	Focus and Organization	Conventions
4	4	2

Have you ever wanted to ride in a hot air balloon? Most people probably think that it would be a fun, relaxing trip, but it turns out it's not that easy. People have flown around the world in hot air balloons before, but it's no picnic.

Steve Fossett, an adventurer-millinaire, was one of the first people to fly solo around the world in a hot air balloon. According to the article, "Around the World in 14 Days!", it took him 14 days and was his 11th attempt. He was 52 years old and finished the trip on July 2, 2002. His hot air balloon, the *Quest of Freedom*, was gigantic: 110 feet tall and 110 feet wide. Steve Fossett took off in west Australia and flew almost 19,500 miles. He landed his balloon in Queensland, Australia, on the edge of "one of the most isolated outbacks in Australia," according to the article. He says that he would take any more long distance balloon trips. He says that he would take any more long distance balloon trips. He says that he would take any more long distance balloon trips.

Two other balloonists, Bertrand Picard and Brian Jones, were the first pilots to fly a balloon around the world non-stop. They took off on March 1, 1999, in Chateau-d'Oex on the Swiss Alps. Bertrand was 41 and from Switzerland, and Brian Jones was 51 and from the United Kingdom. Their balloon, *Breitling Orbiter 2*, had bunks, toilet desks, fax, and satellite phone, according to the article. *Breitling Orbiter 2* they landed on March 19, 1999, and their

Clear and concise introduction and central idea. This previews what the paper will be about.

Excellent use of and summary of information discussing the central idea from the introduction

Secondary Rangefinding

Argument – 2016

Informative/Explanatory – 2017

Large district in northern Utah

- 8 High Schools
- 16 Junior Highs

Essay Administration

- SAGE Guidelines

Rangefinding

- Teacher Committees
- Facilitated by SAGE Rangefinding Participants

SAGE Sample Essays

1. <http://www.schools.utah.gov/assessment/SAGE/ELA/Essay-Samples.aspx>
2. USBE – Departments – Assessment and Accountability – SAGE – ELA – Sample Essays

Indications and Contraindications



Recommendations for using SAGE Writing Samples

- SAGE Writing Samples are not *exemplars*



Recommendations for using SAGE Writing Samples

- These are not an endorsement of any particular approach to argument or essay organization.



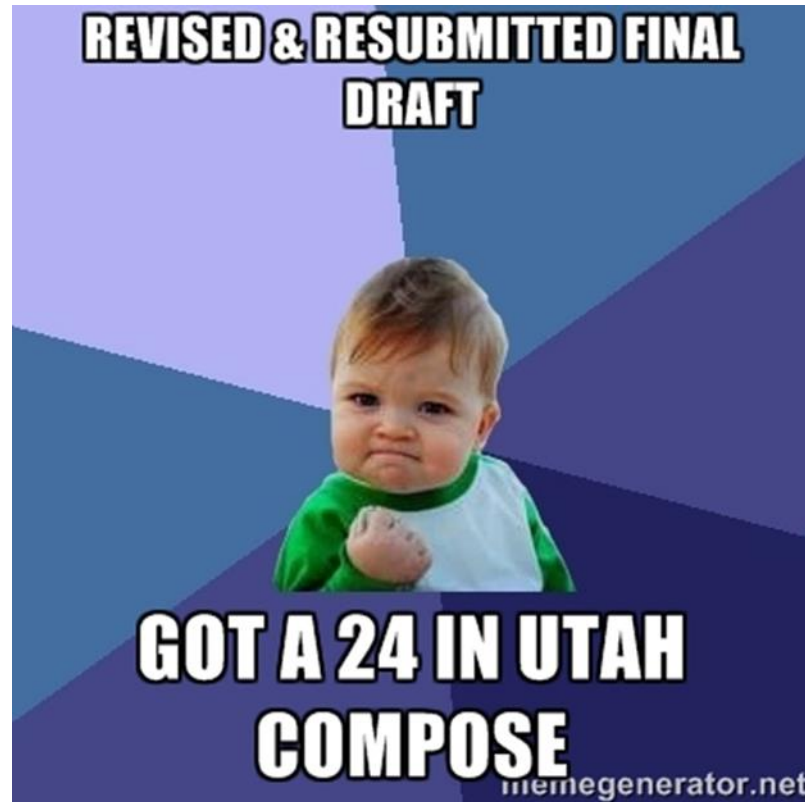
Recommendations for using SAGE Writing Samples

- Use the writing prompts and passage sets for student compositions.



Recommendations for using SAGE Writing Samples

- Have students revise and improve the sample essays.
 - Scaffolding is key:
 - Modeling
 - Groups
 - Domains
 - Sections



Recommendations for using SAGE Writing Samples

- Hold a rangefinding workshop with teachers from your team/school/district.



Rangefinding Results:

Success and Struggle – K-12

- Students understand they need to use textual evidence; however, they struggle with integrating the evidence in a fluid manner (i.e., lack of elaboration).
- Students are incorporating textual evidence but rely on one source instead of using multiple sources.
- Organization is improving; however, there is still too much reliance on 5-paragraph essay format.
- Students attempt to address the entire prompt but struggle to stay on topic.
- Academic and domain-specific vocabulary is lacking.

Rangefinding Results:

Success and Struggle - Elementary

- Third grade: All students completed writing by 70 minutes. Writers using technology (iPads or laptops) wrote more and finished earlier than students writing essays by hand
- Students consistently wrote more when typing essays, especially at grades 5-6
- There was little to no evidence that typing speed affected writing ability
- Lots of highlighting of stimulus materials but no evidence of annotation
- Graphic organizers were used in classrooms where they were part of instructional process

Rangefinding Results:

Success and Struggle – Secondary

- Students cite sources but do so unevenly (beginning in 7th grade).
- Students are incorporating textual evidence but rely on one source instead of using multiple sources, particularly if source material is a graph, chart, or image.
- Transitions are evident but too much reliance on simplistic forms (first, second, third, in conclusion).
- Students often do not achieve the appropriate tone for audience.